

Slide 1

XBA3: DMIA, PSW-A and  
Clinical Judgment

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Slide 2

Determination of SLD

- Complicated, complex decision-making process; Results in high stakes decisions
- Assumptions:
  - Training and expertise in special education law, disability determination, curriculum requirements, gathering multiple sources of data, and data-based decision making
  - Training and expertise in the administration, scoring and interpretation of specific instruments
  - Training and expertise in the SLD model and tools used to make these decisions

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Slide 3

Clinical Judgment

- All models of disability determination require clinical judgment
  - This is a special type of judgment rooted in a high level of expertise and experience
  - Emerges directly from extensive data
  - Based on training and experience
- Clinical judgment characterized by being
  - Systematic (organized, sequential, logical)
  - Formal (explicit, reasoned)
  - Transparent (apparent, communicated clearly)

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## Slide 4

### XBA3

- Initial steps in the process:
  - Conduct a thorough case review (referral documents, previous evaluations, cumulative record, Rtl data, ...)
  - Formulate the questions to be addressed
  - Select the assessment measures to use (achievement and cognitive tests, specialized processing measures, interviews, work samples, observations, rating scales, ...)
  - Gather data ... Now you are ready to begin using the tools

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## Slide 5

### Critical Decision Points: 1. Determining G's

- When XBA3 DMIA Tab 1 states clinical judgment needed, the following considerations are made by the evaluation specialist in order to determine if additional evaluation/follow-up is warranted:
  - Review of the range of scores that comprise the broad ability cluster
  - If WJ, review RPI
  - Conduct error analysis of the test protocol; if the issue is reconciled as a result of the error analysis, follow-up may not be needed. If needed, error analysis will be extremely useful in determining what follow-up measure should be administered. May need follow-up to create narrow ability cluster or support/refute a hypothesis.
  - Gather ecological data to determine if cognitive area is impacting student performance.
  - Judge relative importance of cognitive area. Considerations here also involve the use of narrow ability clusters versus broad ability clusters.
- The FIE must include an explanation of the judgment made by the evaluator and the basis for that judgment.

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## Slide 6

### Case Example: Robert

- 5<sup>th</sup> grade, Initial referral
- Moved into district in 4<sup>th</sup> grade
- Did not pass state assessment in Rd or Math
- Retained in 2<sup>nd</sup> grade in previous district
- Most achievement areas are below average, but achievement areas of concern for SLD:
  - Reading Comprehension=58
  - Math Calculation=62

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### Case Example

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### Case Example

[illegible]

## Slide 9

### Case Example: Follow-Up Testing

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### Case Example: Follow-Up Testing

| PRICE/SING SPEED (\$)                 | Enter<br>price/sing<br>ratio | Compared<br>to<br>average | Compared<br>to<br>best<br>average |
|---------------------------------------|------------------------------|---------------------------|-----------------------------------|
| NO NO NO CDS Standard Speed (\$P)     | 73                           | 73                        | average                           |
| NO NO NO CDS Standard Speed (\$P)     | 80                           | 80                        | A                                 |
| NO NO NO CDS Per. Cancellation (\$CP) | 92                           | 90                        | A                                 |
| Temp. A                               |                              |                           |                                   |
| Composite Standard Score(s)           | 83                           |                           |                                   |
| Composite Percent(s) Rank(s)          | 52                           |                           |                                   |
| <a href="#">Click on Ratio</a>        |                              |                           |                                   |

| AUDITOR PRICE/SING (\$)          | Enter<br>price/sing<br>ratio | Compared<br>to<br>average | Compared<br>to<br>best<br>average |
|----------------------------------|------------------------------|---------------------------|-----------------------------------|
| NO NO NO CDS Standard Sing (\$P) | 100                          | 100                       | A                                 |
| NO NO NO CDS Standard Sing (\$P) | 100                          | 100                       | A                                 |
| NO NO NO CDS Standard Sing (\$P) | 100                          | 100                       | A                                 |
| NO NO NO CDS Standard Sing (\$P) | 100                          | 100                       | A                                 |
| Temp. A                          |                              |                           |                                   |
| Composite Standard Score(s)      | 100                          |                           |                                   |
| Composite Percent(s) Rank(s)     | 52                           |                           |                                   |
| <a href="#">Click on Ratio</a>   |                              |                           |                                   |

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**Critical Decision Points:**

### 2a. Determining score for g-value table

- Once all G's and Narrow Ability clusters have been calculated, these scores are entered in the g-value table of the PSW-A
  - Broad G's should be entered whenever possible
    - Need Broad cluster scores for Gc, Gv, and Glr
    - Should strive to have broad cluster for Gf
    - Narrow ability clusters are acceptable for Gsm, Gs, and Ga

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### Case Example

- What G values are we putting in for Robert?
  - Gc: 87 or 81
  - Glr: 71 or 69
  - Gv: 103
  - Ga: 101 or 105
  - Gf: 85
  - Gs: 77 or 93
  - Gsm: 79

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### Critical Decision Points: 2b. Determining sufficiency

- As each G and Narrow Ability clusters are entered in the g-value table of the PSW-A, you must then determine if that process is “sufficient” (Click Yes or No)
- Generally,  $\geq 90$  is sufficient and  $\leq 84$  is not sufficient
- Scores of 85-89 require judgment
  - Remember, sufficiency refers to whether the cognitive process contributes to/supports/facilitates learning and achievement or inhibits/constrains/impedes learning and achievement

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## Slide 14

### Scores and Sufficiency

- *These are among the most (if not the most) critical decisions that you will make*
- Remember
  - The g-Value is based on the *g-weights* associated with the CHC abilities that were judged to be sufficient, and
  - The IA-e is based on the CHC *obtained scores* that were judged to be sufficient

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### 2b. Determining sufficiency

- For scores 85-89 consider the following:
  - Degree to which this particular cognitive process impacts learning in general. Remember all G's have impact on learning, and Gc, Gf, Glr, and Gsm have greater impact= Review achievement scores and academic performance across subject areas
    - Analyze variability in the achievement profile and/or in other performance data (e.g., grades, STAAR, curriculum-based information)
  - Review the relationship between the cognitive process and student's areas of intact achievement
  - Review the relationship between this particular cognitive cluster and the student's suspected area of disability
  - If use WJ, review value of RPI

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## 2b. Determining sufficiency

- Consider SEM – does it take you in the average range ( $\geq 90$ )
- If have a broad cluster, but components within it are low, review variability within the process and the relative contribution of the stronger narrow ability to overall function (e.g., Gsm=86, and is based on Working Memory=94 and Memory Span=80)
- ...(other suggestions)

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### Case Example: Using WJ-III Scores on Score Report

|                                    |     |                           |                          |
|------------------------------------|-----|---------------------------|--------------------------|
| Gr - Crystalline Knowledge         | 87  | <input type="radio"/> Yes | <input type="radio"/> No |
| Gr - Fluid Reasoning               | 85  | <input type="radio"/> Yes | <input type="radio"/> No |
| Gr - Long-Term Storage & Retrieval | 71  | <input type="radio"/> Yes | <input type="radio"/> No |
| Gr - Short-Term Memory             | 79  | <input type="radio"/> Yes | <input type="radio"/> No |
| Gr - Visual Processing             | 103 | <input type="radio"/> Yes | <input type="radio"/> No |
| Gr - Auditory Processing           | 101 | <input type="radio"/> Yes | <input type="radio"/> No |
| Gr - Processing Speed              | 77  | <input type="radio"/> Yes | <input type="radio"/> No |

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### Case Example: Using WJ-III Scores and CHC-Generated Scores

| CHC ABILITY COMPOSITES             | Top 1000 Employers | Select Yes or No  |
|------------------------------------|--------------------|---|
| Gr - Crystallized Knowledge        | 81                 | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Gr - Fluid Reasoning               | 85                 | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Gr - Long-Term Storage & Retrieval | 69                 | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Gr - Short-Term Memory             | 79                 | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Gr - Visual Processing             | 103                | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Gr - Auditory Processing           | 105                | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Gr - Processing Speed              | 93                 | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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g values

- Using WJ-III Score Report scores,
  - g value=.60
  - IA-e=92
- Using the combination of scores from WJ-III score report and those we generated from CHC based on follow-up measures,
  - g value=.38
  - IA-e=N/A

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BUT, should we have checked Yes for Gc and Gf?

- Gc and Gf are important for learning in general and most scores in achievement are low average for this student
- The only intact achievement areas are Basic Reading (88) and Written Expression (90)
- RPI for Gc=62/90 and RPI for Gf=63/90
- SEM at 68% for Gc=83-90; for Gf=81-88
- Student has failed state assessments in all areas; grades are well below average (70's); Teacher says "struggling" in all academics

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Case Example

- Are Gc and Gf facilitating his achievement or constraining it?
- On WJ-III scores, if we check Yes for both Gc and Gf, g value $\geq$ .60; if we do not, g value $<$ .50
  - If Yes on Gc but No on Gf, g value=.38
  - If No on Gc but Yes on Gf, g value=.33
  - If No on both Gc and Gf, g value=.11
- If use CHC-generated scores, g value=.38
- Is Robert an SLD or GLD kid?

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Critical Decision Points:

3. Determining Global Score/PSW-A

- Based on the g-value table entries, the program will calculate the IA-e (top oval)
- This will not be calculated if g-value is low or if g-value is high but scores are well below average
- If there is a full scale/global IQ from an instrument administered, can put this score in the square as an alternative global score and this overrides the IA-e
  - Why would you do this?? When would you do this??

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Critical Decision Points:

4. Determining Cognitive Deficit Score/PSW-A

- You must select the score that represents the cognitive deficit (bottom left oval)
  - This reflects a weakness that constrains learning and achievement.
  - It can be a narrow ability or broad G.
  - It does not have to be the same score entered in the g-value table.
  - It should be empirically related to the academic weakness as it is the presumed underlying deficit leading to the inability to achieve.

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## Slide 24

Critical Decision Points:

5. Determining Academic Deficit Score/PSW-A

- You must select the score that represents the academic deficit (bottom right oval)
  - This reflects an academic weakness that is supported by informal, criterion-referenced and curriculum-based data.
  - It is the achievement area that reflects an inability to learn this academic skill commensurate with age and grade level expectations despite adequate instruction and supplemental intervention
  - It can be a composite score (best) or subtest score.

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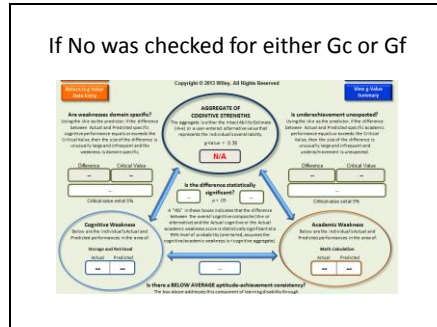
If Yes was checked for Gc & Gf

[illegible]

- Given all the data entered and the generation of the PSW-A profile, does the student have a pattern of strengths and weaknesses that reflect a learning disability based on the Dual Discrepancy/Consistency Model?
- Are all of the diagnostic markers present?
  - If so, program will generate the Yes-Yes-Yes profile
  - If not, program will generate No in some areas or may not generate an IA-e

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### Case Example

- What about Reading Comprehension?  
Remember this was another area of suspected disability and definitely a difference between Basic Reading=88 and Reading Comp=58
- Also, Oral Comp=86 versus Passage Comp=63
- What is the cognitive factor interfering with this academic skill?

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DD/C LD = Diagnostic Markers/Pattern

- (1) a weakness/deficit in an academic area
  - (2) a weakness/deficit in cognitive abilities/processes
- A pattern of strengths and weaknesses that demonstrates:
- (3) general average ability to think and reason
  - (4) a relationship between the cognitive and academic weakness
  - (5) that the cognitive deficits that interfere with learning are domain specific
  - (6) that the academic area of weakness/deficit is unexpected
- All **exclusionary factors** have been considered.
  - The deficit areas adversely impact educational performance.

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PSW

- *When the criteria specified at each level of the operational definition are met, it may be concluded that the data gathered are sufficient to support a diagnosis of SLD in a manner consistent with IDEA (2004) ...*
- Chapter 4, p.277, XBA3

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Most common markers for DNQ's

- (1) a weakness/deficit in an academic area
- (2) a weakness/deficit in cognitive abilities/processes
- A pattern of strengths and weaknesses that demonstrates:
- (3) *general average ability to think and reason*
- (4) a relationship between the cognitive and academic weakness
- (5) *that the cognitive deficits that interfere with learning are domain specific*
- (6) *that the academic area of weakness/deficit is unexpected*
- All **exclusionary factors** have been considered.
- The deficit areas adversely impact educational performance.

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Final Decision: Is student LD?

- Remember, program is a tool not the decision-maker.
- You are the final decision-maker and decisions are based on multiple sources of information not just a sheet with ovals.
- When would you decide differently if the program says No?
  - Base rate
  - Level of scores, including SEM consideration
  - Prior interventions
  - ... (other suggestions)

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EXAMPLES

- TT – Does not have the academic underachievement marker – What questions should you ask? What can you do?
- GG – Does not have the domain specific cognitive deficit marker - What questions should you ask? What can you do?

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References

- Schalock, R.L. and Luckasson, R. (2005). *Clinical Judgment*. Washington, D.C.: AAMR.
- Flanagan, D.P., Ortiz, S.O. and Alfonso, V.C. (2013). *Essentials of cross-battery assessment (3<sup>rd</sup> ed.)*. Hoboken, NJ: Wiley.

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